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AUTHOR Eaton, Judith S.
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ABSTRACT

An overview is provided of the characteristics and priorities of the Community College of Philadelphia (CCP), with special attention given to initiatives undertaken in 1987-88. Introductory comments assess the success of CCP in preserving access to educational opportunities, remaining faithful to its mission, ensuring academic integrity, helping students achieve their goals, and managing the finances of the college wisely. Next, enrollment, finance, and staffing data for 1987-88 are presented, revealing that: (1) enrollment experienced a modest decline of 3.1%; (2) minorities comprised 51.2% of the student population; (3) total operating expenditures were expected to be $36,725,678; (4) student financial aid funds totalled $9,050,563; (5) gift and grant funds exclusive of financial aid totalled $3,145,012; and (6) budgeted full-time staff positions declined from 762 in 1985-86 to 709 in 1987-88. The next section examines the institutional priorities of CCP: curricular and programmatic redesign and evaluation; educational effectiveness; developmental education; educational partnerships; and institutional climate. Brief descriptions are then provided of special projects undertaken during the year, including an Evaluation of the Community Services progrm, the Minority Education Initiative, plans for a Student Life/Instruction Building, and the acquisition of automated equipment. Finally, the report presents a financial profile of CCP and a profile of student characteristics and goals. (AJL)

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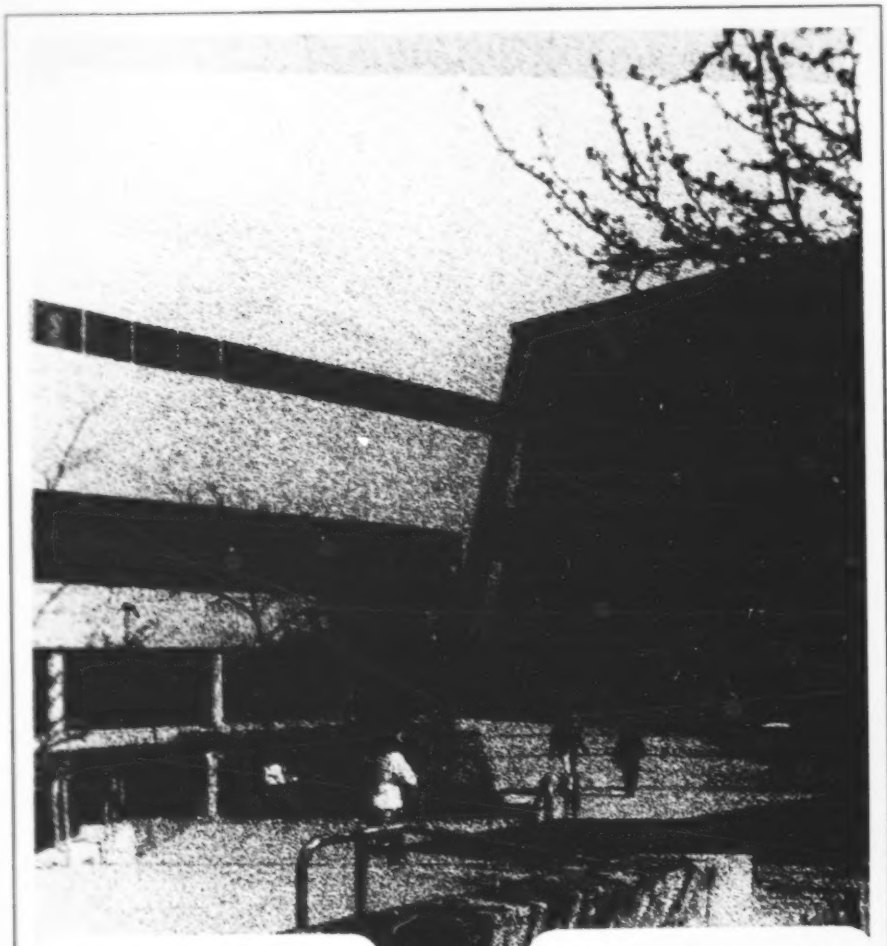
CCP

COMMUNITY COLLEGE OF PHILADELPHIA

President's Report 1987-88



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Introduction and Summary

Defining Success at CCP

During the past five years, we at Community College of Philadelphia have devoted ourselves to a general strengthening of the quality and effectiveness of teaching and learning activity. We have concerned ourselves with ensuring that we brought the best possible curriculum and instruction to the students we serve. We have tried to be honest in our assessment of our limitations as well as our strengths. Our primary objective has been to sustain Community College of Philadelphia as a quality, collegiate institution, truly dedicated to educational opportunity not only in terms of access, but in terms of achievement as well. We are not willing to diminish standards or set limited goals for students already experiencing difficulty. We believe that we do not have the right either to preclude or circumscribe the interest and energy of our students. We believe that efforts to provide urban students with only limited goals is a form of denial of opportunity.

What counts as success at Community College of Philadelphia? To answer this question, one must also ask: on what basis do we determine success? The following are, to CCP, important indicators of our effectiveness: preservation of access, faithfulness to mission, academic integrity, student performance, and intelligent fiscal management to meet our educational goals.

Access

CCP's preservation of access is dramatically demonstrated in its enrollment growth since 1965. This has been sustained in spite of serious financial limitations and an erratic funding pattern. Our importance in the expansion of educational opportunity in the city is most clearly demonstrated in our enrollment of minority students—the largest in the state—and our enrollment of credit freshmen—the second largest in the state. Within the city, minorities are estimated to comprise 5.3% of LaSalle University's enrollment, 19.6% of Temple University's enrollment, 11.6% of the University of Pennsylvania's enrollment.* At Community College of Philadelphia, minorities make up an estimated 51.2% of our student population.

Community College of Philadelphia's commitment to minority education has profound implications for the Commonwealth as well. We enroll an estimated 18,000-20,000 minority students in any given year. This is approximately 10,000 students per semester. The 242 public and private institutions in the state enrolled, in Fall of 1986, 545,923 students. Nine percent or 49,126 students were minority.* Clearly Community College of Philadelphia is pivotal in providing meaningful and necessary opportunity for educational achievement in our state.

Mission

Our faithfulness to mission is reflected in the College's ongoing insistence on its academic and educational responsibility. In a complex urban environment we are persistently pressured to place other goals before that of educational purpose. These are sometimes political demands, and, more often, social service demands. We have held fast to our vision of an institution devoted to the enhancement of our city and society—through education. We do not seek to take on social responsibilities which are the primary obligation of others.

Academic Integrity

Our academic integrity is most clearly reflected in the work of our faculty. CCP leads the nation in creative, challenging approaches to curricular and pedagogical issues. We are in the forefront of innovative approaches to enriching teaching and learning. We provide models and ideas in curricular redesign which others follow. Two major premises underscore our curricular efforts: (1) the importance of an organized and coherent curriculum for our many students who are not seeking a degree and (2) the importance of demanding academic expectations engendering active, thoughtful participation by students.

* *Chronicle of Higher Education*, July 6, 1988

Student Performance

Student performance is the most important indicator of institutional success. Do our students achieve their goals? What is their level of academic achievement? Do we help them? For all credit students who enroll at CCP and complete 12 or more credits:

- *76%* of those who indicate intent to transfer actually transfer.
- *83%* of those with occupational intent actually initiate or further a career.
- Of all entering new credit students, *15%* eventually graduate—double the national graduation rate.

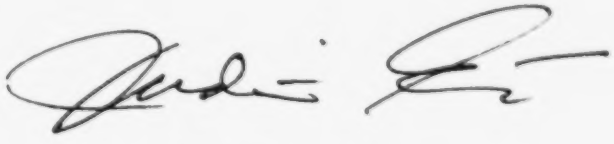
We do have concerns about academic performance. Fifty percent of our students take 12 or fewer credits. Should this be viewed as positive (students come to us with short-term objectives and achieve them) or negative (we fail to adequately interest students in a collegiate experience)? The proportion of students with nonproductive grades and marks approaches thirty percent. This is comparable to other collegiate institutions, but does not satisfy us at CCP. We are also less than satisfied with the general education performance of our students.

Fiscal Management

CCP is an extraordinarily wise financial investment for the community, the state, and our students. Our cost to the state per full-time equivalent student is less than one-fourth the cost of other state-supported and state-related higher education institutions.* We offer the lowest tuition in Philadelphia. Within our institution, cost increases (in current dollars) in the past three years have averaged only 3.5%. This is a strong indication of careful financial management especially when compared with national figures: in real dollars, CCP increases 1983-84 through 1986-87 have averaged 3.9% while cost increases for all institutions averaged 5.4%.**

In Summary

In general, CCP is an exceptionally strong transfer institution. We are extraordinarily attractive to the city's minority population. Student goal achievement reflects a remarkably high level of congruence between stated student intent and actual accomplishment. Academic performance indicators reflect a level of student achievement at least comparable to national norms for community colleges as measured by grades and credit hours earned. CCP's intensive focus on improvement of classroom practice, its programmatic approach to the majority of students who are nondegree, and extensive remedial and developmental programming all bode well for a college dedicated to that which is exciting and enriching in educational experience.



Judith S. Eaton, President
Community College of Philadelphia

* Commission for Community Colleges, *Legislative Sourcebook*, 1988.

** Based on data from Chester Finn, *Change*, July/August, 1988.

Enrollment, Finance and Staffing

Enrollment

Enrollment growth (headcount) since 1983-84 reflects a net increase of 16.1%. However, in 1987-88, CCP enrollment declined modestly at the main campus, both regional centers, and our various community sites. Main campus enrollments suffered less than off-campus enrollments (see chart below). Causes for the enrollment loss appear to be a decline in non-credit students resulting from the termination of major programs with Philadelphia Electric and the Budd Company. Additionally, scheduling changes between Summer, 1987 and Summer, 1988 resulted in more students attending the Northeast Regional Center in early summer (at the end of 1987 fiscal year) as opposed to late summer (the beginning of the 1988 fiscal year). This shift reduced the number of students for 1987-88, but a comparison of students (FTE and HC) attending the Northeast Regional Center in Summer, 1987 and Summer, 1988 would show an increase for 1988. Black enrollment continued to decline while Hispanic and Asian enrollment remained stable or increased slightly. The enrollment of women remains unchanged. There was an increase in the number of part-time students compared with 1986-87.

Enrollment Patterns: 1986-87 vs. 1987-88

	1985-86	1986-87	1987-88	Change (1986-87 to 1987-88)	% Change (1986-87 to 1987-88)
Total College					
Headcount*:	35,419	38,304	37,107	-1197	-3.1%
FTE**:	11,570	11,536	11,234	-302	-2.6%
Main Campus—Credit only					
Headcount:	17,200	16,207	16,264	57	0.4%
FTE:	8,982	8,214	8,079	-135	-1.6%
Northeast Center—Credit only***					
Headcount:	3,443	4,130	3,851	-279	-6.8%
FTE:	751	953	892	-61	-6.4%
West Phila. Center—Credit only					
Headcount:	494	735	694	-41	-5.6%
FTE:	70	136	129	-7	-5.5%
All Other Community Services—Credit and Non-Credit					
Headcount:	14,282	17,232	16,298	-934	-5.4%
FTE:	1,767	2,233	2,135	-98	-4.4%

* Unduplicated headcount

** Full-time equivalent students

*** Credit enrollments in the Northeast Regional Center were increased in 1986-87 and decreased in 1987-88 by shifting the Summer program in 1987 from the second session where it would have been included in 1987-88 to Summer I where it was included in the 1986-87 fiscal year enrollments.

Finance

Total operating expenditures for 1987-88 are expected to be $36,725,678. Given that the City of Philadelphia has not improved our funding since 1984-85 and the State has not increased our base funding since 1983, we continue to manage our resources with extreme care.

Year	Operating Budget (State Definition)	Increase (in current dollars)
1984-85	$33,089,210	
1985-86	34,382,466	3.9%
1986-87	35,074,658*	2.0%
1987-88	36,725,678 (est.)	4.7%

* This represents a correction in the estimated figure for 1986-87.

Financial Aid Funding

Student financial aid funds total $9,050,563 in 1987-88. This is a six-year low in state and federal student financial aid grants and loans at CCP. Significantly, recipients of grant support (PELL, PHEAA, SEOG) continue to decline in number: 10,472 students received grant funds in 1982-83 compared to 7,676 in 1987-88—also a six-year low. Between 1986-87 and 1987-88, recipients of grants dropped from 8,124 to 7,676. Students receiving loans (NDSL, GSL) number 2000 to 2500 during the same time period. We did, however, experience a precipitous drop in loan recipients between 1986-87 and 1987-88: from 2,443 in 86-87 to 2,022 in 87-88. This circumstance, coupled with rising tuition, continues to provide a serious challenge to access and opportunity in higher education. It may, in part, explain CCP's loss of students—especially low-income minority students.

Grant and Loan Funds
1982-83 through 1987-88

Year	Amount	Year	Amount
1987-88:	$ 9,050,563	1984-85:	$10,338,406
1986-87:	9,640,441	1983-84:	10,340,897
1985-86:	10,760,214	1982-83:	9,467,697

Grant and Loan Recipients
1982-83 through 1987-88

Year	Grants	Loans
1982-83:	10,472	2,037
1983-84:	10,537	2,316
1984-85:	10,160	2,521
1985-86:	9,667	2,354
1986-87:	8,124	2,443
1987-88:	7,676	2,022

Gifts and Grants

Gift and grant funds exclusive of financial aid totalled $3,145,012 for 1987-88.

State:	$1,160,666
Federal:	1,510,591
Corporate/Foundation	
Other:	14,500
Gifts:	
Equipment Donations (estimated value):	76,500

Gifts and Grants 1983-84 through 1987-88

Year	Amount	Number
1983-84	$1,133,066	15
1984-85	2,393,560	18
1985-86	2,054,680	20
1986-87	4,596,105	36
1987-88	3,054,012	37

While this is the second highest level of gift and grant funding in five years, it is a decline as compared to 1986-87. This is the result of scheduled termination of two significant grant sources: Act 107 equipment funds from the state and the state Customized Job Training grant for the Budd Company contract. Of particular importance in 1987-88 is $14,500 in funds received from 10 private corporations for support of our Minority Education Initiative. A complete list of grants is outlined below.

Grants

Federal

Architecture/Construction Drafting Training	$ 49,075
Centers for Learning in the City	190,530
Computer Repair Technician Training	64,489
Cultural Literacy—Intro. English Composition Course	89,900
Entitlement: Step-Up	38,637
Entitlement: Limited English Proficiency	47,440
Entitlement: Disadvantaged	466,877
Entitlement: Handicapped	77,021
Industry/Education Coordinator	40,031
Naval Base—Hull Maintenance	205,841
Support Project for Learning Disabled Vocational Students	44,802
Title III: Improvement Management Skills and Creating Student Systems	145,750
Word Processing Training Program	50,198
	$1,510,591

State

Act Now	$ 134,600
Adult Literacy Grant	81,000
Budd Company—Customized Job Training	562,454
Center for Adult Learning	77,701
Improving Technical Skills of Community College Faculty	50,000
New Horizon I: Workstart	40,000
New Horizon II: Next Step	19,634
Stokes/Pennwalt—Customized Job Training	195,277
	$1,160,666

Other

C-Camp 1987—Summer Orientation Program	$ 24,803
Minority Business Enterprise Project	10,000
	$ 34,803

Foundation

COMCAST	$ 25,000
Health Career Partnership Program	17,675
Improving Care Through Education	156,250
PRIME	9,617
Summer Science Institute II	114,410
Support of Nursing Program	25,000
	$ 347,952

Equipment Donations

Laboratory Equipment	$ 5,500
Collection of 20,000 Slides	5,000
1987 Oldsmobile Calais	15,000
1987 Buick LeSabre	15,000
1987 Chevrolet Cavalier (2)	30,000
350 Square Feet of Grid Mounted Raised Flooring	2,500
Cordox Halon Fire Suppression System	3,500
	$ 76,500

Gifts

All gifts are for the support of the College's Minority Education Initiative.

Corporate Supporter ($5,000 or greater)

SmithKline Beckman

Corporate Patron ($1,000 to $4,999)

Anonymous
First Pennsylvania Bank
Merit Gasoline Foundation
The Quaker Chemical Foundation
Reliance Insurance Company
Rohm and Haas

Corporate Contributor (less than $1,000)

Bunker Ramo
Penn State Clothing
Spring Garden Book Store
Turner Construction Company

$ 14,500

Total: $3,145,012

Staffing

Budgeted full-time staff positions continue to decline.

	Full-Time Staff
1985-86	762
1986-87	737
1987-88	709
1988-89	701 (est.)

During the period in which we have received limited or no increases in city or state funds, salary and fringe benefit costs increased each year by more than 6%. Inflation is estimated at a 3.7% level for each year.

Institutional Priorities

The College's Institutional Priorities have provided a framework for decision-making and action since 1985-86. These five critical issues have been identified as focal points for institutional energy. They are: Curricular and Programmatic Redesign and Evaluation; Educational Effectiveness; Developmental Education (Basic Skill Development); Educational Partnerships; and Institutional Climate. Two of these priorities, Curricular Redesign and Educational Effectiveness, received especially meaningful attention during the past year.

Curricular Redesign

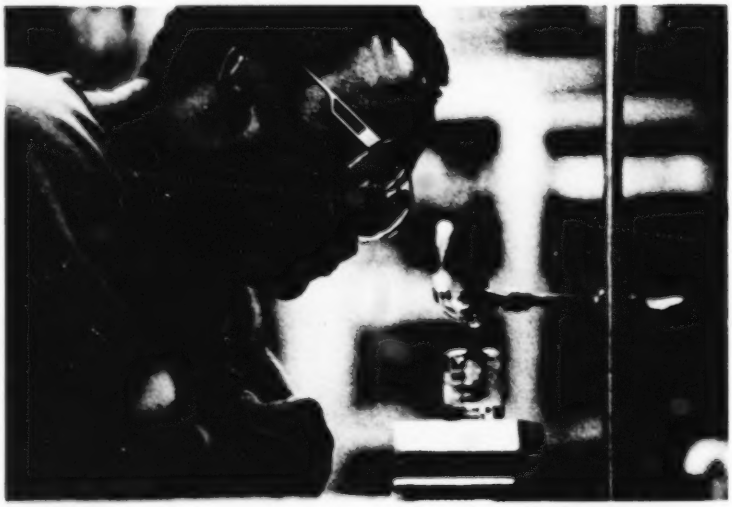
The major focus of curricular redesign efforts has been our General Studies pilot reform. This is a five-year program financed in part by the Community College of Philadelphia Board of Trustees to redesign the content of our General Studies degree and to develop alternative pedagogical approaches to instruction.

Three-hundred and thirty-three students were served by the General Studies project this year. Sixty-five percent of the students were part-time. More students attended at the main campus than at off-campus sites. Forty-seven faculty participated in the program: twenty-one were involved in introductory seminars; twenty-eight were involved in intensive course development, and six were involved in intensive teaching.

Two courses (English and Management) were developed and offered during 1987-88. Five additional courses (Sociology, History, Humanities, Chemistry, Political Science) were also developed during the year to be offered sometime during 1988-89. Faculty from all academic divisions participated—an encouraging sign with regard to future course development.

The General Studies project calls for the development of an integrated orientation program (the Gateway) and a significant exit activity (the Summative Experience). Although there were some exploratory discussions of the Gateway, little progress was made during 1987-88 in the actual establishment of this element of the program. Work on the Summative Experience was not intended as part of the 1987-88 undertaking. Preliminary work has been done to establish an evaluation of program effectiveness. The first year of the pilot effort does not provide enough information or student experience with this educational approach to produce meaningful assessment.

The 1987 pilot effort spent approximately $39,000 of the $188,360 made available by the Board of Trustees for this project. Additional funds have been solicited from approximately 30 corporations and foundations with no positive result. At present, the National Endowment for the Humanities is seriously considering funding for the project.



Educational Effectiveness

Our educational effectiveness efforts have produced a series of major reports concerning student achievement and institutional indicators of success. They point to certain institutional strengths such as our transfer function, the diversity of career program offerings, and the College's ability to move students from highly structured developmental programs to college-level coursework. They also identify areas in which institutional and student performance need improvement:

Institutional Strengths

(1) Students who leave the College are generally satisfied with their overall experience. They give high marks to the College's instructional programs, their relationships with faculty, and to the economic mobility which the College has afforded them. Many report their lives are fundamentally influenced by their experiences at the College.

(2) At a time when the transfer role of community colleges is seriously under question, CCP has maintained and supported this function well. Transfer rates exceed norms reported in any national studies. The great majority of students experience academic success when they transfer. The loss of credits is usually minimal for students who pursue studies at four-year colleges consistent with their program of study at CCP.

(3) Students who choose to enter the job market following CCP do so with relative ease and at entering salaries that are both acceptable and reflective of a significant economic value added by the College. Immediate employment outcomes following CCP are strongly influenced by the students' choice of programs while at the College, with predictable differences among students enrolled in program areas.

(4) Students have many and diverse expectations of how they will benefit from their CCP enrollment, including expectations related to personal and social development. Overall, students reported greatest progress in developing communication skills, meeting new and interesting people, developing self-confidence, and an openness to new ideas. Students, who continued enrollment at CCP into their sophomore year, were most likely to cite progress in improving their socio-economic status, developing clearer career goals, and increasing self-confidence.

(5) Many of the students enrolling at CCP with significant developmental education needs are eventually successful in completing college-level studies. There is compelling evidence that the wide range of special academic programs and services offered to developmental students have a significant impact on their retention and academic success at CCP.

Institutional Concerns

(1) Many students appear to fail to achieve the education outcomes described in the College's general educational goals.

(2) The performance of unsupported remedial students (students enrolling at the College with some or total needs for remediation and without benefit of an Educational Support Services program) is a clear challenge. The number of students in this category is less now than it was in the student cohorts used to prepare this study. Nonetheless, the problem remains on a limited basis.

(3) Students enrolled in Business and General Studies curricula have outcomes which are quantitatively and qualitatively different and, in a number of dimensions, inferior to those of students in other programs.

(4) The disparate outcomes for minority students have been highlighted in a number of recent institutional documents. These data confirm the importance of the continuing attention which must be given to facilitating minority student success at CCP.

(5) The great majority of students enrolling at CCP do not persist to attain a degree. This emphasizes both the need to concentrate institutional efforts on student retention and the importance of exploring viable curricular alternatives for non-degree students.

Developmental Education (Basic Skill Development)

We have seen a sustaining of prior levels of enrollment in our credit and non-credit developmental/remedial and literacy coursework. Students enrolled in developmental/remedial and literacy programs comprise approximately 18% of the College's FTE enrollment and approximately 10% of our headcount enrollment. Those enrolled in credit undertakings are likely to be younger, minority students. They are more likely to be enrolled full-time or nearly full-time.

Our Educational Support Services Audit findings (1984) have made it clear that those students needing less rather than more extensive remediation are more likely to reflect retention and achievement rates in the institution equal to that of college-level students. Those individuals with severe remediation needs show less likelihood of achieving college-level work, graduation or transfer. Most significantly, students who avail themselves of our structured program opportunities such as Project II or the Cooperative Learning Program are far more likely to be successful than those engaged in isolated course-taking at the developmental level. We enjoy a significant level of success among those in developmental/remedial programs who are in need of moderate remediation and who persist until graduation: 13.1% of these students complete a degree compared to a graduation rate of 15% among the general student population.

Educational Partnerships

Our partnership with the community, area colleges, universities, and schools, reflects a sustaining of the level of activity which has been established during the past few years. This is the most extensive commitment to community and area educational activities on the part of the College in its history. We've had 12 programs operating with the School District of Philadelphia. These include an Advanced College Experience Program (in its fourth year), a 2+2 program in Physical Science with Germantown High School, a pilot program of college credit for high school seniors at Martin Luther King High, a William Penn-funded Summer Science Institute (in its third year), and CCamp for pre-ninth graders scheduled to attend desegregated schools. Seventeen hundred public and archdiocesan school students participated in CCP-sponsored programs. Our Robert S. King Scholarship Program continues as well as our faculty development work through PATHS and PRISM. The Center for Business and Industry worked with 22 private and public companies and organizations in providing education and training. Seventy-five community groups and organizations made use of our facilities during 1987-88. This involved an estimated 8500 people in addition to our 1987-88 enrollment of 37,107 students.

Articulation and transfer efforts this year suggest some progress in establishing initial ties with a number of institutions heretofore not involved with CCP. These are Bucknell, Wilkes, University of the Arts, Penn State University-Harrisburg, Widener, and Beaver College. We are only at a beginning stage in developing further articulation efforts with these institutions to ensure transfer opportunities for our students. We have undertaken four important evaluations of the transfer experience to Temple University. While Temple remains the transfer institution of preference for former CCP students, there has been a decline in the number of students transferring to Temple since 1980. While most former CCP students enjoy a successful transition to Temple, some experience difficulty with Temple's writing demands and corresponding course placement.

Recruitment activities for 1987-88 included a minimum of three visits to all area public and archdiocesan high schools. The College's Recruitment Office participated in 15 community events, worked with 26 area organizations and businesses, and five churches. Staff attended 22 college fairs and visited eight malls. Our Job Placement Office referred 490 students for employment after assisting 2,060 individuals through pre-employment workshops. We received 1900 job positions from area employers and contacted 1200 employees about our services.

Institutional Climate

We have completed a remodeling of the Faculty Lounge. Efforts to ensure interior and exterior cleanliness and neatness continue— working to achieve and maintain a satisfactory level of quality of appearance. We have seen important progress in risk management and energy management. These have resulted in important financial savings to the College approaching $250,000.

The College spent $1,909,725 in staff development for 1987-88. This includes travel funds, sabbaticals, compensated leaves, tuition reimbursement, awards, and released/ extended time. These expenditures not only provide assistance and support to individual staff members, they also help sustain a high quality of institutional life.

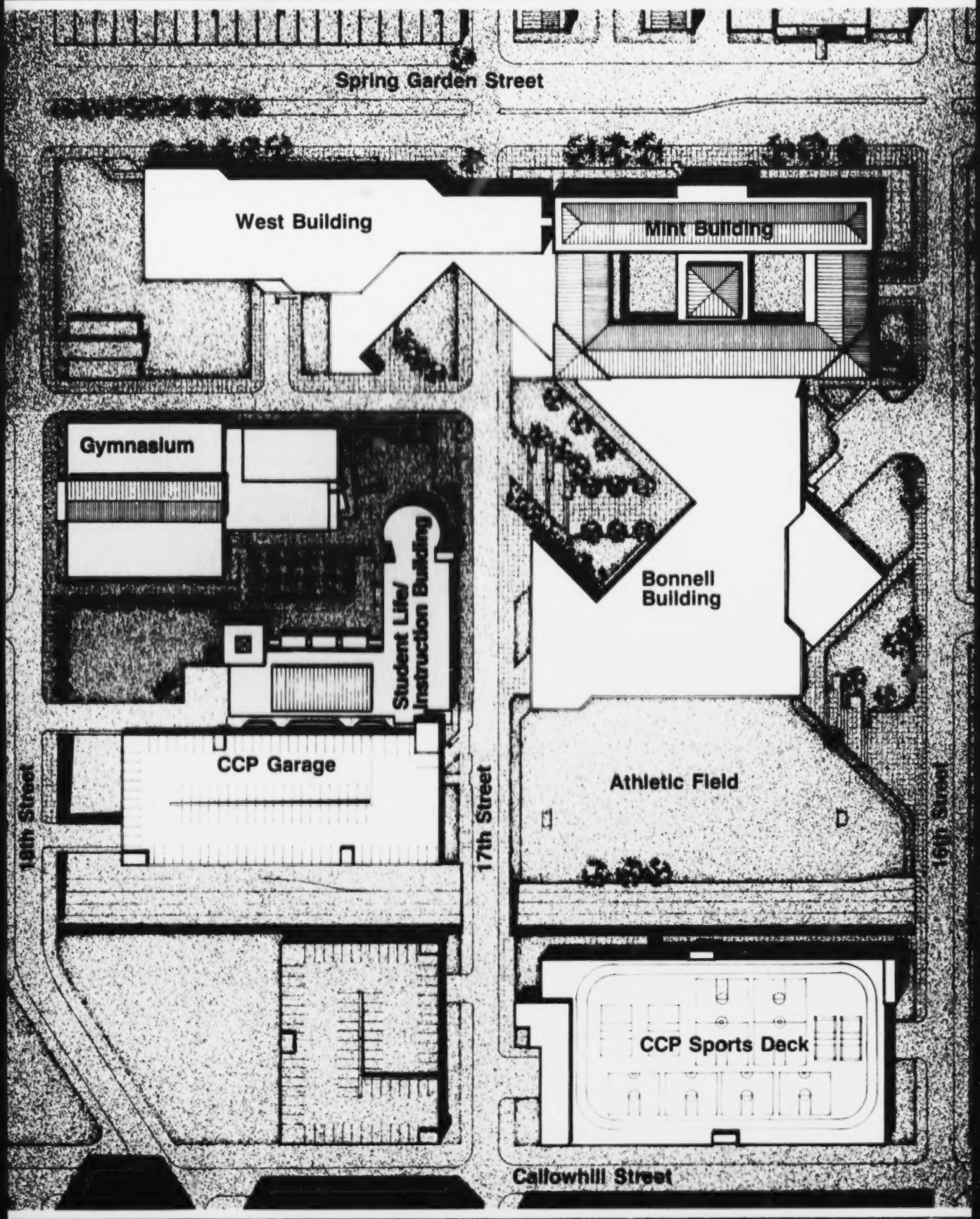
Important Initiatives

In addition to our Institutional Priorities, there have been a number of major special projects undertaken during this past year. They are our Community Services evaluation, the Minority Education Initiative, Student Life/Instruction Building, Strategic Planning, and our Periodic Review Report for Middle States.

Community Services

In November of 1987, the College employed a consultant to review the organization and management of the Community Services operation of the College. This undertaking was the result of our realization that approximately half of our headcount enrollment at CCP attend either a regional center or one of our community sites and our increasing awareness that policies and practices of the Community Services area were inconsistent with main campus functioning. Based on our consultant's evaluation and the direction provided by the Board of Trustees, staff sought to implement a series of recommendations intended to bring about a single college in programming, policy, and functioning.

By the end of 1987-88, the College had developed a series of recommended modifications for admission and registration practices. As called for in the consultant's recommendations, financial functions have been turned over to the Finance and Planning area, and all admissions, registration records and testing functions are now the responsibility of the Student Affairs area. Our intent is to ensure that the Community Services staff are engaged in appropriate programming exploration for Community Services as distinct from duplicating the work appropriately assigned to other areas of the College. Further, we are attempting to ensure that students are treated in a manner consistent with College-wide policy which does not vary according to location.


Spring Garden Street
West Building
Mint Building
Gymnasium
Student Life/
Instruction Building
Bonnell
Building
CCP Garage
Athletic Field
18th Street
17th Street
16th Street
CCP Sports Deck
Callowhill Street

Minority Education

The Minority Education Initiative seeks to strengthen College instructional and support services especially to Hispanic and black students through a series of special efforts and strengthened general College functioning. It produced two primary results during the past academic year: greatly expanded recruitment activity and piloting of a Minority Mentoring Program.

Recruitment activity expanded through the addition of one full-time recruiter to this staff bringing the number of full-time individuals to three. This resulted in significantly increased activities in the Philadelphia public schools, shopping centers, malls, fairs, and other places where the dissemination of information about the College can prove of value to the citizens of Philadelphia. All of this activity has further resulted in a modest increase in new students, including black students, for CCP for Fall, 1988. We hope this is the beginning of additional successes in this area and an indication that the downward trend of minority enrollments has been reversed.

The Minority Mentoring Program has involved the identification of interested faculty and staff working with minority students on a sustained basis. Some 40 faculty and staff have agreed to participate in this undertaking.

The Student Life/Instruction Building

During the past academic year, we succeeded in obtaining the needed approvals from the City of Philadelphia for support of this building through a City Ordinance providing for debt service payments by the City for a $16 million bond issue for construction of the facility. This was the culmination of two years of effort. We engaged our architects and developed the first major conceptual scheme for the facility. The proposed building will house a gymnasium, physical fitness and recreation space, classrooms, student activities space, dining space, and general purpose space for the College and community.

Middle States Association

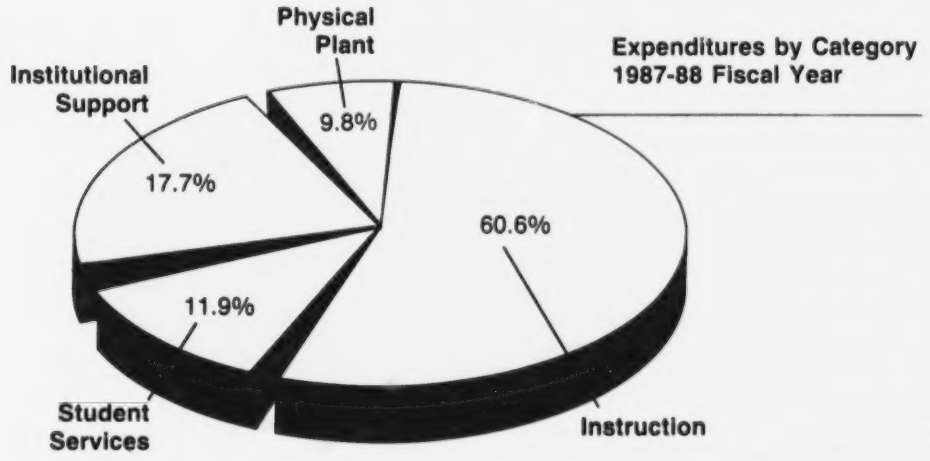
The Middle States Association of Colleges and Secondary Schools requires that colleges and universities complete a Periodic Review Report at mid term of their accreditation period. In the case of CCP, the accreditation period is 1983-1993. The needed document is currently being drafted and opportunities have been provided for discussion and deliberation by the College community and especially by the Strategic Planning Committee.

Automated Equipment Acquisition 1984-88

Our commitment to improving efficiency and effectiveness through automated systems has been sustained during the past year. Our computer and computer-related inventory continue to expand.

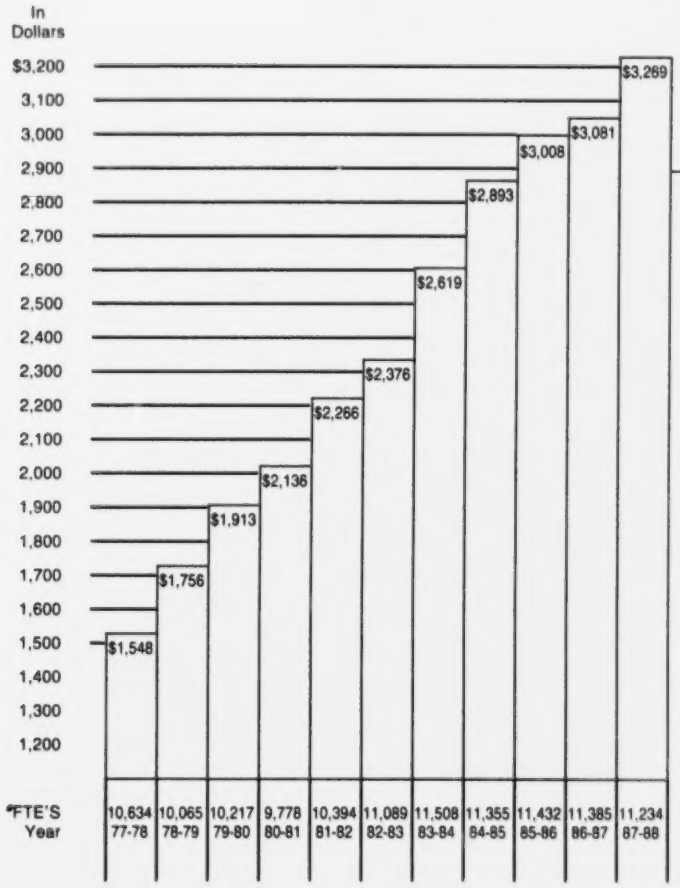
	9/84	12/85	5/87	3/88
Terminals:	93	185	210	261
On-line Printers:	12	15	13	19
Microcomputers:	184	239	498	539
Word Processors:	58	63	94	99

The impact of the increased commitment to automation has several dimensions. Additional hardware and software is available to students, faculty, and administration. We have made significant progress in our capital inventory and information system. Our on-line personnel and payroll system has been successfully implemented. We have also successfully implemented our on-line student accounting system. The net effect is improved quality of service to students, an enriched institutional information base, and greater flexibility for faculty and staff in carrying out their work.



Expenditures by Category 1987-88 Fiscal Year

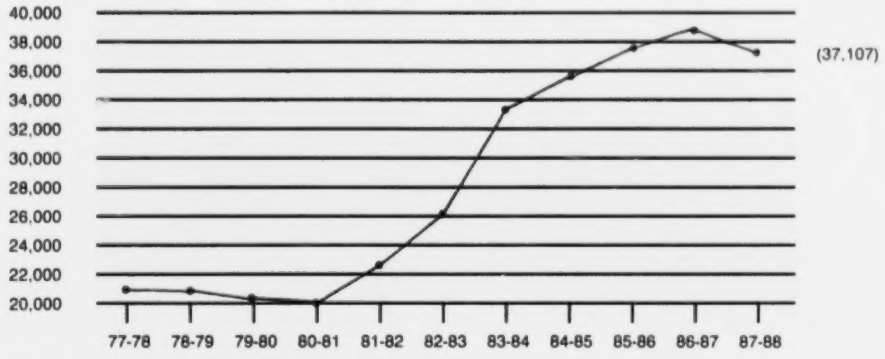
Operating Costs Per Full-Time-Equivalent Student



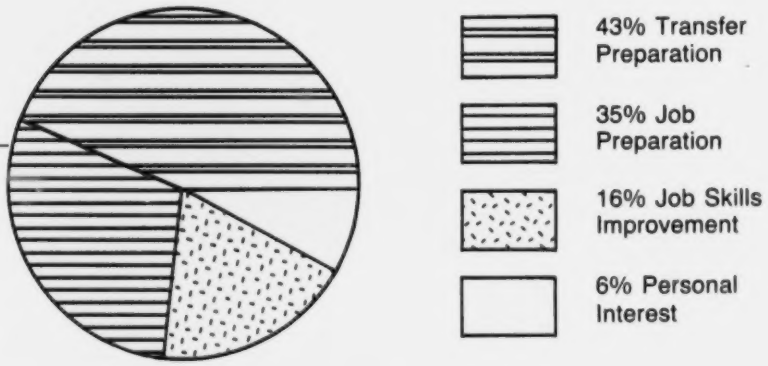
College expenditures for 1987-88 totaled $52,402,799. This included all operating costs, capital expenditures and student aid. Education and general expenditures are detailed in the charts above.

Profile: Students

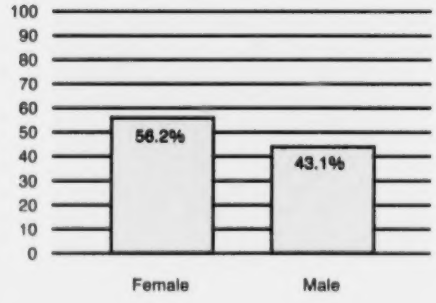
CCP Enrollment Over 10 Years



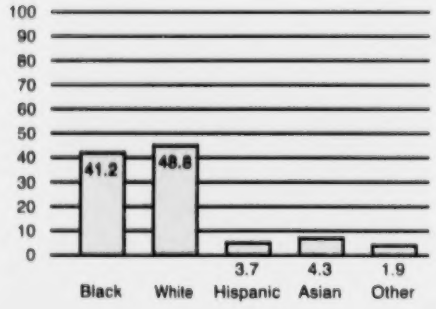
Why Students Enter CCP



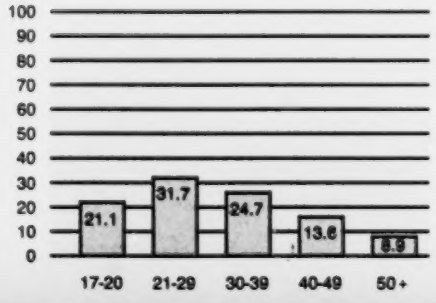
Sex



Race



Age



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Accreditation

Community College of Philadelphia is accredited by the Middle States Association of Colleges and Secondary Schools. It is also approved by the Council of Higher Education and the Department of Education of the Commonwealth of Pennsylvania.

ERIC Clearinghouse for Junior Colleges
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